



Standard V Program Approval

Institution: Heritage University

Date: June 1, 2009

Dean/Director: Mickie Clise

PEAB Chair: Molly Berger

Key: Teachers: Cooperating teachers; **Candidates:** Student teachers; **Students:** K-12 students; **Supervisors:** University student teacher Supervisors

I. Examples of teacher-based and student-based evidence within each of the four major standards

Major examples of evidence for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject</p>	<ol style="list-style-type: none">1. Instructional Plans aligned with curriculum standards and outcomes.2. Instructional Units using common format, which identify learning targets, aligned to state standards. Instructional Plans identify diagnostic, formative and summative assessments.3. Unit and instructional plans from practicum and student teaching will reflect learning targets and the communication of these targets to students. Candidates will submit instructional plans worksheets, assignment information and other handouts.	<ol style="list-style-type: none">1. Students review posted learning targets daily, communicate the targets and their progress on assessments throughout the teaching cycle.2. Students use daily assessments to identify their progress toward meeting learning targets.3. Students assess their knowledge of and progress toward mastery of learning targets at the end of each unit of study.4. Student work samples are part of assessment reports from practicum and student teaching. (Assessment Project information and rubric) Attachment 1.5. Samples of student assessment information

<p>matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>4. Unit and instructional plan will reflect integration across the content areas. Integration will include mathematical, scientific, and aesthetic reasoning.</p> <p>5. Student teaching supervisors will observe directly the posting of, the teaching to, and the student knowledge and understanding of the learning targets.</p> <p>6. WEST E results will reflect competence in the content areas.</p> <p>7. Completion of content area courses will demonstrate proficiency in content areas.</p> <p>8. Alternative certification candidates' work experiences will demonstrate knowledge of subject matter and pedagogy.</p> <p>9. Direct observation by supervisors will show evidence of the candidate's knowledge, skills and dispositions. This feedback will be used for reflection and planning for student learning and candidate's professional growth goals.</p> <p>10. Candidates demonstrate their knowledge of students meeting targets through anecdotal notes from supervisor and their reflection on their impact on student learning.</p>	<p>are presented. These data are aggregated from the candidates' administered student assessments. Student data are used in planning lessons and attached to instructional plans in course fieldwork, practicum and student teaching. Evidence will include student self-assessment on what they have to learn and what they will do to meet the learning targets.</p> <p>6. Other evidence of impact on student achievement will include images of student work, including, video of student work, video of student explanation of their progress to meet learning targets, and student explanation on what they are learning, etc. This student voice demonstrates integration across content areas. These artifacts will become part of the candidate's e-folio.</p> <p>7. The College of Education and Psychology is investigating the use of using videotaping in all student teaching placements.</p> <p>8. Supervisors and faculty use of a flip video to video students. Candidates and supervisors then use this video on a laptop immediately following instruction. The analysis of student engagement and achievement is used to plan for continued instruction for students and for professional goals for the candidate.</p> <p>Video of student engagement in effective learning opportunities taking is used in practicum placements.</p> <p>Evidence captured via transcripts, video, and/or other artifacts during practicum experiences will be used to demonstrate effective learning opportunities and student engagement.</p>
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Major examples of evidence in your program for Standard 5.2: Knowledge of Teaching

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<ol style="list-style-type: none"> 1. Candidate identifies types of assessments on all lesson plans to include multiple formative, summative, and self-assessment strategies. 2. Candidates present explanations of what assessments were used, how they analyzed data, used data to implement their lessons, and used data to modify future instruction. 3. Assessment Project from literacy methods coursework will identify multiple forms and methods of assessment. (Attachment 2) 4. Candidates present transformational multicultural instructional lessons and units that use strategies and materials that reflect cultural responsiveness. 5. Candidates present copies of units and instructional plans, which require the use of instructional strategies that meet the ability levels, cultural and linguistic backgrounds. 6. We are currently aligning all course work (Fall 09) with the new Washington State Technology Standards. 7. Candidates use common 	<ol style="list-style-type: none"> 1. Student assignments and assessments that are part of the practicum and student teaching assessment projects. Candidates are required to present a sampling of student work to demonstrate their impact on student learning. Students will include reflect on their learning targets, what they did well and what they need to do to reach identified targets. These student work samples are turned in with the candidate's instructional plans. 2. Choice of strategies will be compared with research based strategies that impact student learning. 3. Students describe how technology is used to improve their learning. This includes student work samples or in comments attached to instructional plans. 4. Student video and candidate assessments with reflection will provide evidence of student engagement and achievement. 5. The College of Education and Psychology is investigating the use of using videotaping in all student teaching placements. This involves negotiating district rules and procedures. 6. Video of student engagement in effective learning opportunities taking is used in practicum placements. Supervisors and faculty use of a flip video to capture student

	instructional format in all coursework and field experiences. Candidates are observed weekly during student teaching. During this time, observation notes, student artifacts and evidence and other feedback are used to set weekly goals for professional development, by supervisor.	engagement during effective learning opportunities. Candidates and supervisors then use this video on a laptop immediately following instruction. The analysis of student engagement and achievement is used to plan for continued instruction for students and for professional goals for the candidate. Evidence captured in transcript, video, and/or artifacts.
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Major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse</p>	<ol style="list-style-type: none"> 1. Candidates identify culturally and developmentally appropriate strategies used in instruction (e.g. daily instructional plans, bulletin boards, student activities, samples of worksheets and other handouts). 2. During practicums, Candidates are placed in a teaching team with a small group of students. Candidates demonstrate shared decision-making, common planning around learning targets and the ability to differentiate instruction. 3. Candidates develop learning targets and implementation plans for Community Service Projects. 4. Candidates will identify how they will build a community of learners (critical element of College Conceptual Framework). 	<ol style="list-style-type: none"> 1. Samples of student work which demonstrates learning opportunities in social contexts are collected and reviewed by supervisor. This may include student reflections, video tape, observations of student behavior and achievement. 2. Students will reflect on their social skills required to be a responsible citizen in a sustainable environmental, global interconnected and diverse society. 3. Case study analysis and plan for implementation. This plan is assessed by a common rubric of best practices that have shown to positively impact student achievement. 4. Students writing samples which have been assessed by the state rubric. 5. Candidates are required to plan a Community Service Project. At the completion of the project, Student and

society.	<p>Candidates will assess the success of activities in practicum and student teaching by using observation notes and feedback from supervisor.</p> <ol style="list-style-type: none"> Candidates will include parent and school communications that explain what students will be learning and how families can support the learning at home. Candidates will show activities that provide students with opportunities to participate in activities that demonstrate how they will be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. The University is in the initial year of planning for sustainability. The College of Education has two members on this team. The team is in the initial planning stage. In addition, the science methods faculty, are assessing requirements of the new University Sustainability Plan by using the new science grade level expectations. 	<p>Family members are surveyed on the impact of student learning and success. Candidates develop learning targets of project aligned to student learning requirements. Examples include Family Math Night and “Read Ins” for families. Assessment data dependent of project.</p> <ol style="list-style-type: none"> Students bring examples of work they did at home with their families because of the candidate’s communication to families. Fall practicum teacher candidates teach in after school programs with science as the focus of their instruction. This focus is jointly determined by local districts and the University faculty to improve student learning. <p>Evidence of student achievement captured in transcript, video, and/or artifact.</p>
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Major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
A. Informed by professional responsibilities and policies. All students benefit from a collegial and	<ol style="list-style-type: none"> Professional dispositions are assessed by faculty in each course. Candidates complete a self assessment of their disposition three times during their preparation program. The self assessment occurs during the first semester, the semester before

<p>professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>practicum and during the Diversity in the Classroom course. These assessments focus on observable behaviors that are used for discussion with advisors and for professional growth goals.</p> <ol style="list-style-type: none"> 2. The College of Education Conceptual Framework includes building a community of learners which is evidenced by cooperative learning groups, teaching teams in practicums, focused classroom observations and projects done in schools by our teacher candidates. 3. Candidates document weekly reflections of professional, legal, or ethical issues faced, along with their responses during practicum and student teaching. 4. Candidates complete a weekly reflection during student teaching. 5. Candidates demonstrate knowledge of reporting requirements for child abuse, etc. in case studies. 6. Candidates identify how they are becoming a reflective professional teacher. This is also an element of the Conceptual Framework. Data collection, reflection and planning for continued instruction is a critical theme in all coursework, practicum and student teaching. Evidence includes reflection papers at the end of class sessions, courses, journals, etc. 7. Candidates develop a Draft Professional Growth Plan as a part of their student teaching experience. This plan is based on student achievement, their reflections, and feedback from supervisor and cooperating classroom teacher. 8. Candidates list their involvement in the school learning community outside the classroom and in a professional learning community.
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II. Narrative

1. Changes made in program to meet new requirements:

- **Course Content**

- Standards are included in appropriate courses to allow candidate to have knowledge and understanding of the targets in Standard V. Standard V will be incorporated into current course offerings without adding courses.
- We will emphasize the shift of what the teacher does to what the students are able to do in all coursework. This will impact coursework in that candidates will identify what specific evidence of student achievement is emphasized in all instructional plans.
- The development of student voice into instructional and unit plans demonstrates the candidates' impact on student learning.
- Methods course assignments includes how candidates will include practical ways to incorporate student evidence and voice (i.e. as writing assignments, video projects, presentations, interviews). All instructional plans and unit plans incorporate a new category of student-based evidence.
- Faculty is making major changes in Technology in the Classroom coursework in collaboration with the Computer Science Chair from the College of Arts and Sciences. Faculty is currently redesigning technology requirements and coursework to integrate technology into all appropriate coursework. The Washington State K-12 Essential Academic Learning Requirements: Educational Technology and National Technology Standards are the foundation of this development.
- Candidate Work Samples are being developed as part of the College Unit Assessment System.

- **Field Experiences**

A. Student teaching

Student Teaching is a fourteen-week experience. We are increasing the amount of actual instructional time and decreasing the amount of other required activities. In addition, part of this analysis is the role of the student teacher in partnership with the cooperating teacher. There are no part time student teaching assignments.

B. Field Experience

Number of classroom experience hours required for admission to program -10 hours

Number of other required field experience hours prior to student teaching –approximately 118 hours.

- A practicum is required at all sites. All practicum include a team of candidates teaching a minimum of twice a week in a school setting. The teaching team members and faculty observe and provide feedback on a regular basis to the teacher candidate. Candidates complete an assessment project that requires instructional plans, assessment strategies and submission of representative samples of student work demonstrating impact on student learning. (Assessment Project requirements) Attachment #1.
- Describe the ways in which candidates are given opportunities to discuss/reflect on:
- Student teaching – Student Teaching Portfolio includes weekly observation and feedback sessions from field supervisor, weekly written goal sheet completed by the cooperating teacher and the student teacher and are shared with the field supervisor. Candidates complete weekly reflections.
- Other fieldwork: Various course assignments and projects are assessed by faculty, peers, and self-reflection journals. (Attachment 1,2 & 3)

- Major revision of practicum and student teaching observation form. (Draft form attached.)
- Teacher Preparation Program Field Experiences
Field experiences are a critical part of the Heritage University Teacher Preparation Program. Candidates are required to demonstrate what students know and are able to do through student work and voice. Performance-based assessments are used to assess educator's instructional skills and methods which are critical to have new teachers "hit the ground running," says former PESB Chair Jill Van Glubt.
Classroom based experiences are aligned with coursework with opportunities for teacher candidates to demonstrate the knowledge, skills and dispositions to be successful teachers and positively impact K-12 student learning.

General Outcomes for Field Experiences as Aligned with Standard V and Conceptual Framework (CF)

1. Candidates identify the role of the teacher to build a community of learners and affect student learning. (Standard 5.1 and CF)
2. Candidates have opportunities to interact with students. (Standard 5.1 & CF)
3. Candidates have the opportunity to design and adapt developmentally appropriate instruction informed by GLE's, curriculum standards. The ability to plan content and provide opportunities to provide the learner higher level learning activities. (Standard 5.1 & CF)
4. Candidates apply multiple formative and summative assessment strategies to assess student learning and inform instructional practice. (Standard 5.1 & CF)
5. Candidates plan and implement instruction that provides for critical thinking, problem solving, application and understanding of curricular content. (Standard 5. & CF)
6. Candidates collect quality evidence to show their impact on student learning. (Standard 5.2 & CF)
7. Candidates identify appropriate strategies to address ability levels, cultural and linguistic backgrounds. (Standard 5.1 & CF)
8. Candidates design and implement activities that collaborate with families and neighborhoods. (Standard 5.3 & CF)
9. Candidates design and implement activities in which all students engage in a variety of culturally responsive, developmental, and age appropriate strategies. (Standard 5.3 & CF)
10. Candidates engage in reflection in practice. (Standard 5.4 & CF)

Table of Field Experiences

Course	Alignment with Conceptual Framework and Standard V	Field Experience Hours Required	Evidence: Rubrics, Observation Forms, Worksheets, etc
Undergraduate			
ED 201 Exploration of Education Career Paths	Observations focused on Constructivist Teaching and Building a Community of Learners	10 hr	<ul style="list-style-type: none"> ○ Observation Forms ○ Teacher Interviews
ED 305 Personal and Professional Foundations of Education	Observations focused on Constructivist Teaching and Building a Community of Learners	8-10 hr	<ul style="list-style-type: none"> ○ Observation Forms ○ Reflection of Observation ○ Interview Questions for Teacher
ED 316 Methods in Science and ED317 Methods in Math	Observations of Math and Science Instruction	2 hr	<ul style="list-style-type: none"> ○ Observation Forms ○ Reflection of Observation

ED 315 Introduction to Curriculum, Management, Methods, and Assessment	Observations focused on Constructivist Teaching and Building a Community of Learners	5 hr	<ul style="list-style-type: none"> ○ Observation of Instructional Process (4hr) ○ Teaching Classroom
ED 310 Parent and Community Involvement	Focus on Building a Community of Learners and Empowerment of Parents/Guardians as a Partner in Their Child's Education	10 hr	<ul style="list-style-type: none"> ○ Photo Essay ○ Teacher Interview ○ Parent Teacher Conference Report
ED 347B Differentiated Instruction: Special Needs Students in a Regular Classroom	Observations focused on Constructivist Teaching and Meeting the Educational Needs of the Special Needs Student Partnership of School Personnel to Support Student Learning	6 hr	<ul style="list-style-type: none"> ○ Observation of Modifications and Adaptations ○ Role of Classroom Teacher in the Education of the IEP Student
ED 345 Methods in language Arts K-2	Knowledge and Skills to Meet the Needs of Emergent Reader	3-4 hr	<ul style="list-style-type: none"> ○ Observation and Interview Form ○ Reflection
ENG 360 Children's Literature	Planning, teaching and feedback	6-10 hr	<ul style="list-style-type: none"> ○ Read Aloud with Children ○ Instructional Plans ○ Feedback from Peer and Faculty
ED 405 Advanced Teaching Practicum	Teaching focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	50 hr	<ul style="list-style-type: none"> ○ Instructional Plans ○ Impact on Student Learning Data ○ Use of Heritage University form for faculty feedback
ED 402 Literacy Across the Curriculum	Observations focused on Constructivist Teaching and Learning	5 hr	<ul style="list-style-type: none"> ○ Observation (2 hr) ○ Reading Assessments of K-12 Student(3 hr)
ED 491 Specialty Methods in Middle or Secondary Teaching	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	8 hr	<ul style="list-style-type: none"> ○ Observation and analysis ○ Plan to Teach Reviewed ○ Feedback of Teaching by Mentor Teacher
ED 481e, m, s Student Teaching	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	560 hr	<ul style="list-style-type: none"> ○ PPA
MIT Program			
ED 505 Essential Educational Concepts	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	8-10 hr	<ul style="list-style-type: none"> ○ Observation Forms ○ Reflection of Observation ○ Interview Questions for Teacher
ED 557a	Observations focused on Constructivist	6 hr	<ul style="list-style-type: none"> ○ Lesson Observation

Curriculum, Instruction, Management, Assessment I	Teaching and Becoming a Reflective Educator		and Analysis
ED 557b Curriculum, Instruction, Management, Assessment II	Observations focused on Constructivist Teaching and Becoming a Reflective Educator	4 hr	○ Teach Lesson & Use PPA to Assess
ED 597e, m Elementary or Middle Level Internship	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	560 hr	○ PPA
Alternative Certification			
PESB: Module I	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	20 hr	Observation Forms, Analysis and Reflection
PESB: Module II	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	20 hr	Observation Forms, Analysis and Reflection
PESB: Module III	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	580 hr	Teaching and Feedback by Mentor Teacher Using PPA
Module IV: PESB: Student Teaching	Observations focused on Constructivist Teaching, Building a Community of Learners and Becoming a Reflective Educator	580 hr	Teaching and Feedback by University Supervisor and Mentor Teacher Using PPA

First Review Jan 08-Full Time Faculty

Second Review March 08-Full Time Faculty & Site Directors

Review PEAB December 08, April 09

- **P-12 district/school partnerships**

- Partnerships developed at all sites for 2008-2009 Practicum for all students in teacher preparation program.
- Standard V requirements shared with P-12 Superintendents and Cooperating Teachers
- Community Service Projects implemented in P-12 and Community Based Programs
- Requirements shared with Alternative Certification Project Partner Districts
- Implement a Cooperating Teacher Workshop, which is highly recommended for student teacher supervisors.

- **Faculty Development**

- Full time and adjunct faculty, site directors and student teaching supervisors were taught Standard V criteria. These criteria will be integrated into all coursework, field experiences, practicum and student teaching.

- Full time and adjunct faculty attended a Workshop on Washington Professional Development IN ACTION. The focus is on what the elements of quality evidence are and what are various forms of evidence that candidates present to demonstrate their impact on student learning.

2. Process by which programs involved faculty and others in reviewing, rethinking, and revising the program

PEAB involvement in redesign of the program

- New Standard V focus of 2007-2008 PEAB Meeting
- PEAB Review of Preliminary Institutional Report – 2008 OSPI requirement
- PEAB input and review of Field Experience Development
- Review of this Report in December 2008 Meeting Review and recommendations on how to inform districts of new standard requirements.

Faculty Involvement

- Faculty was involved in a process of identification of what Standard V would “look like” when fully implemented. After the identification of requirements faculty identified what changes had to be made in program and then individual coursework. Site directors at all sites were also a critical part of this discussion and decisions.
- Field experiences were aligned with all coursework to provide meaningful opportunities for teacher candidates to work directly with students and families.

3. Key strategies for developing candidate capacity to analyze and respond to student-based evidence. Three samples of assignments or assessments that represent those strategies.

- Candidates will learn from coursework which includes case studies, simulations that will require candidates to learn to analyze student work and plan for instruction based on this analysis.
- Candidates benefit from practicum and student teaching then move to the application of the learnings from case studies and simulations where candidates assess, analyze assessments, plan for instruction, reflect on instruction and continue the cycle of instruction. (Assessment Project information attachment.)
- Candidates identify how they will elicit appropriate student evidence and student voice as they learn principles of assessment.
- Candidates will describe possible student based evidences and student voice related to Standard V criteria during coursework, field experiences and practicum. In student teaching they will collect a variety of student based evidences.
- Candidates use released items from WASL for analysis and planning for instruction in coursework.
- Student Teaching Portfolio Checklist items on reflection, assessment and impact on student learning. (Portfolio Checklist Attachment.)

4. Identified issues that will need continued attention and development during implementation

- Knowledge by all districts in our service areas of new requirements in teacher education and how critical effective partnerships are to the success of teacher candidates and the learning of their students.
- Information on the content and format of the new PPA in a timely manner for coordination with Standard V requirements.
- Consistent implementation in five sites through the state.
- Identification of model teachers and classrooms in the area of integrating concepts of environmentally sustainable globally interconnected society, and the integration of scientific, mathematical and aesthetic reasoning.
- Continued development of characteristics of quality evidence including student voice.

III. PEAB Letter

- Letter attached
- PEAB involvement in redesign of the program.
 - New Standard V focus of 2007-2008 PEAB Meeting
 - PEAB Review of Preliminary Institutional Report – 2008 OSPI requirement
 - PEAB input and review of Field Experience Development
 - Review of this Report in December 2008 Meeting

Attachments:

1. Assessment Project and Rubric
2. Literacy Across the Curriculum Project
3. Student Teaching Assessment Project
4. Professional Growth Plan
5. Student Teaching Portfolio Checklist
6. New Draft Student Teaching Observation Form

Assessment Project

This project is a dry-run for what you will be required to do in student teaching, which is to show evidence of a positive impact on student learning. Design your assessment strategies for your lessons and, as you teach them, collect evidence that demonstrates what students learned.

Here are some possible ways to organize collecting your evidence:

- 1) While you teach, carry a pad of sticky notes or a small notebook with you. If you see evidence of student learning, make a brief note of your observation. When you collect student work, you may attach the note to it to remind you of what it illustrates. Or you may incorporate your note into your assessment project description. Pay attention to what worked for your students and what didn't.
- 2) Another way to collect evidence is to triple space your lesson plan or print them with extra large margins, so that you may note what is working or not working directly on the lesson plan. What are students doing or saying that tells you how the lesson is working? Collect student work at the end of the lesson and remember to comment on what it assesses.
- 3) If journaling works for you, you may write a blog—insert it into your Chalk & Wire portfolio—in which you make note of what worked or didn't work in the evening's lesson.

Describe your results in a narrative. In the project, include the following:

- 1) Description of assessment:
 - a. Write a description of the variety of methods that you used to assess student growth.
 - b. Based on student evidence, describe the impact you had on your students. Please include what you did well, what you learned from your teaching experience, and what your assessment process told you. You may also want to include your reflections on the feedback you received from peers and instructor. What, if anything, would you like to change if you teach this lesson again?
- 2) In the Assessment Project, include student products that provide evidence of specific standards.

Upload your description of the assessment project (part 1 above) into your Chalk and Wire portfolio.

Notebook for this Class

Please prepare a portfolio of your work in this class that includes:

- A table of contents
- All lesson plans for which you were responsible.
- Examples of student work that demonstrate your impact on student learning.
- Copies of all instructor, peer and participant assessments and feedback form.
- A reflection for lessons you taught

Rubric for Assessment Project

Criteria				
Setting	Minimal description of assessment setting.	Offers general description of the setting in which the assessment was conducted.	Describes the grade level, class, and content for which the assessment was designed.	Describes the grade level, class, and content for which the assessment was designed; describes possible limitations or obstacles to good assessment.
Prior knowledge	Minimal description of how prior knowledge will be assessed.	Describes how prior knowledge will be assessed.	Describes how prior knowledge will be assessed in a way that is clearly aligned with the learning target.	Describes how prior knowledge will be assessed and aligned with learning target. Describes how results of assessment will be used to adapt lesson to meet the learners' needs.
Formative Assessment	Minimal description of formative assessment.	Formative assessment clearly described and aligned with target.	Formative assessment clearly described, aligned with target; specific questions or prompts are included.	Formative assessment clearly described and aligned with target. Candidate analyzes how they adjusted the lesson in light of formative assessment.
Summative Assessment	Minimal description of summative assessment.	Summative Assessment described and related to learning target.	Summative assessment described, related to learning target and related to diagnostic assessment.	Summative assessment described, related to learning target and related to diagnostic assessment. Candidate analyzes the positive impact on student learning.
Reflection	Reflection included, but shallow.	Candidate reflects on what the students learned.	Candidate evaluates the lesson in light of the summative assessment.	Candidate evaluates the lesson in light of the summative assessment. Candidate reflects on what they have learned and how their learning will affect future teaching.

Attachment 2: Literacy Across the Curriculum Assignment

Field Experiences:

- Each student participates in field experiences in schools.
- Experiences include observations and assessment of students using an appropriate assessment method for the students and context of the school
- Two lessons incorporating reading/writing strategies should be analyzed based on candidate evidence and impact on student learning.
- An online discussion of observations through v-campus' forum is also required.

Portfolio

Students will compile the following material as a portfolio demonstrating their understanding of content area reading and writing principles and strategies.

- Ten (10) lesson plans that effectively integrate reading and writing for content area learning. Lessons should also include appropriate targets based on the Essential Learnings and GLEs for Washington students.
- A report of an informal assessment of a 4-12th grade student's reading and writing performance, and plans to meet the learning needs of each student assessed.

Student Teaching: ASSESSMENT SUMMARY REPORT

PROFESSIONAL GROWTH PLAN

Critical Question: How do I utilize insights (growth areas, strengths and professionalism) from student teaching/internship to write my Draft Professional Growth? This plan will help you in your next steps of continual professional development. It will address two experiences in your career:

1. Activities you can do now while you are substituting or applying for teaching positions.
2. Activities you will do in your first teaching assignment. (Share with your mentor and other district personnel.)

Process and Responsibilities

1. In conjunction with your final evaluation, the college supervisor, the cooperating teacher and the teacher candidate will review the state standards and criteria.
2. The University supervisor leads the discussion based on suggested growth areas from weekly observations, weekly goal setting and input from all team members.
3. The student teacher/intern takes notes of strengths, areas of growth and suggested activities from this team meeting.
4. Using the Draft Professional Growth Plan (DPGP) form, the student teacher/intern writes a plan during week fourteen of student teaching. The plan is reviewed. Suggested changes are made and signed off by the cooperating teacher and the University supervisor.
5. Copy of the plan is reviewed by University supervisor.
6. The DPGP is turned in with student teaching portfolio.
7. The DPGP will be placed in the student's permanent University folder by the certification officer.
8. The student teacher/intern is responsible for the implementation of the DPGP. This would include reflection on activities, acquisition of data regarding the impact of student learning and collection of evidence and artifacts.

PROFESSIONAL GROWTH PLAN

Name:

Building and Assignment:

Criterion:

Step 1 – Needs Assessment and Goal Selection

A. Professional Growth Area of Focus

Your self-assessment using suggestions from your cooperating teacher and University supervisor will provide guidance on a specific area for growth.

B. Rationale

What will you be able to do as a result of your professional growth that you are not now able to do? What will your students be able to do as a result of your professional growth that they are not now able to do?

Step 2 – Professional Growth Plan

What specific growth activities will you engage in to obtain the identified learning?

Step 3 – Evidence Proposed

What evidence might you gather to demonstrate your growth in the identified area?

Step 4 – Collaboration with Team

Candidate

Date

Supervising Teacher

Date

University Representative

Date

K-12 EXPERIENCE PORTFOLIO CHECKLIST

Heritage University
Teacher Candidate Program
 (Use this as cover page for your portfolio)

TEACHER CANDIDATE: _____

UNIVERSITY SUPERVISOR: _____

TERM: _____

REQUIRED COMPONENTS/CONFIRMATIONS	RESPONSIBILITY	INCLUDED/ VERIFIED	SUPERVISOR INITIALS
1. Summary Report of Student Teaching Showing Minimum of 4 Weeks of Solo Teaching (pg. 42)	Intern		
2. Assessment Summary Report (pg. 43), with evidence of impact on student learning attached	Intern		
3. Observations (3) of teaching practice to be completed during first Weeks (See Analysis of Effective Teaching form, (pg 46-48)	Intern		
4. Weekly Reflection and Goal Setting Forms (minimum of 12) (pg. 15)	Intern		
5. Written Instructional Plans, rationale, classroom and student characteristics forms	Intern		
6. Lesson Plans for All Lessons Taught	Intern		
7. Reflective Journaling	Intern		
8. Reflection on Seminar Presentations (total of 6) (pg. 44)	Intern		
9. Professional Growth Plan (to be completed subsequent to Final Evaluation, with input from Coop. Teacher and University Supervisor)*	Intern		
10. Cooperating Teacher Feedback Forms - (minimum of 12) (pg. 25)	Coop. Teacher		
11. Midterm Evaluation (pg. 28-29)	Coop. Teacher		
12. University Supervisor Observation Comments	Univ. Sup.		
Special Education Check Sheet	Intern		
13. State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates Form (at least two reported ratings)	Univ. Sup.		
14. Final Evaluation (pg 30-31)	Coop. Teacher, Univ. Sup., Intern		

Turn in your portfolio only when your University supervisor has checked that it is complete and has initialed this form.